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[A. P. STONE, Editor for August.]

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DULL SCHOLARS.

WE confess to a feeling of sympathy with the class of pupils included under the caption of this article. It is a fellow-feeling, perhaps, but it is none the less sincere for that reason. Dull scholars are a class in whose behalf somebody should "rise to a question of privilege." They are not in favor with the present generation of teachers,—are not, therefore, most likely to have justice done them. We respectfully submit that their case is a hard one. They have more than their share of the hard usage which the rising generation of American sovereigns is called upon to endure; they have, in a measure, lost caste with the profession of teachers, and are under a cloud. Now, it is bad enough for a pupil to be sluggish, without being told of it continually, and called a blockhead in the presence of class or school. Such pupils have feeling, if not brilliancy of intellect, and it certainly cannot conduce to their comfort or improvement to have their deficiencies held up to them as a matter of reproach. In truth, the great majority of dull scholars, so called, are simply those whose perceptions are not rapid, whose intellects are slow in their operations, and who cannot readily take in and grasp a question in all its various bearings and relations; but it does not follow from this that they are a hopeless class, or that they are not worth caring for. Mind is not a matter of quantity, and with this class of pupils it is not so much a question of ability as of readiness. Of course, we are not speaking of those whose

manifest natural deficiencies entitle them to be included under an entirely different class. By the term "dull scholars" we mean neither idiots nor imbeciles: we mean simply, dull scholars. And dull scholars, though dull, are not minus quantities. Generally speaking, they have capabilities for more than respectable achievements, if they can have time for development. Many distinguished scholars, and men of attainments and solid worth, have in their youth been characterized by this same sluggishness of mind, and have been kicked and cuffed by their teachers, and branded by such epithets as dolts, numbskulls, dullards, simpletons, and dunces. If the petulance and impatience of the teachers of Walter Scott and Liebig had decided the destinies of their pupils, English Literature and the science of Chemistry would have lost two of their brightest lights in modern times.

In our schools, as in society, that which shines and glitters is too apt to be the object of undue admiration, and to receive more attention than it deserves. The pupil of ready memory, of easy address, and general precocity, is too often the idol of the school, of teacher and fellow-pupils. Teachers pride themselves in having such pupils in their schools, and are, of course, inclined to pet and praise them; thereby losing their sympathy for pupils of the opposite qualities, and acquiring, and often exhibiting, a disrelish for the labor necessary for the instruction and management of those whose claims upon their teachers should never be ignored. That teachers should enjoy brilliant pupils is not strange; but that they should neglect dull pupils, and deprive them of their share of instruction and attention, is not creditable to their sense of justice or to their interpretation of the teacher's duty. Fairness to all in a school means attention and help bestowed upon that school according to the wants of its several members. Precocious pupils of brilliant parts need but little assistance; for the most part, they are able to go alone. But the weak and the timid need assistance and encouragement. Those pupils who are conscious that their minds are more or less sluggish, should never be allowed to suspect that they are a burden to their teachers, or that they are to be kept in the background on account of their inferiority. Teachers too often lose sight of the noteworthy fact, that dull scholars are not to blame for their dulness, any more than they are for the color of their

hair. A teacher who should treat his pupils according to their stature, favoring those who are tall, and neglecting and snubbing those who are short, would act upon a principle not greatly different from that which seems to influence those who exhibit such marked partiality for good scholars, and such noticeable dislike and neglect for those who are dull.

The question of likes and dislikes is too prominent in our schools. If the schools are to be managed to gratify the personal whims of capricious teachers, the rights of pupils may as well be counted out of the case. But if teachers are to be employed to perform a certain well-understood work for the people, then teachers should, before making an engagement, ascertain what that work is, and then ask themselves if their sense of duty, their sense of loyalty to their employers, can be relied upon for the faithful performance of that work.

The silly remark is often made by persons that they should like to teach a school of picked pupils, — all of that type known as brilliant scholars. Such remarks do little credit to those who make them, and, in justice to the profession, we feel bound to say that they are most frequently made by those who have little or no experience in teaching, and whose appreciation of its duties and success in its work entitle their opinion to but little consideration. It is upon dull pupils that the teacher of ability and resources can best show his power; and we may further add, it is in classes and schools where there is a variety of talent, some quick and some slow, some brilliant and some dull, that teaching is most enjoyable. To teach a class of pupils *all* remarkably bright, would be like making a meal entirely of custards. That child best enjoys coasting *down* the hill who is obliged to carry the sled *up* the hill also.

It certainly behooves teachers to give attention to the subject of dull scholars. They are a class of pupils who are too often deprived of a portion of that education to which every child has a right. The blame does not, probably, all belong to teachers; but so far as it does pertain to them, they should, for their own sakes, and for the sake of the pupils concerned, see that justice is done to all. In the classification of the school, in the promotions, and in the recitation work, let all be treated with a due regard to their rights, and let all have a fair chance.

It is probably true that our schools are too often managed with reference to a system that is theoretical and artificial. There should be system in our schools, and the schools should be conducted according to a well-devised system; but that system should be a judicious adaptation of the means of education at command to the wants of the community, having, of course, especial regard to any and all the circumstances of the case. The teacher's task is not an easy one. It has its trials and vexations; but it has its pleasures also. The consciousness of doing good to those who are intrusted to their care; of helping those who need help; of cheering the downcast; of helping to make the light shine upon the path of those whose life is not always a sunny one, — these are among the many encouragements for the faithful teacher.

Let justice be done to the dull scholars.

THE TEACHER'S POSITION IN AMERICAN SOCIETY.

THERE are two ways of getting position in American society. A young man may concentrate his whole manhood, for twenty years, upon the gaining of a fortune. He will probably fail; only one in several thousand succeeds. But if he makes his fortune (and it matters little in what way he makes it), he can buy everything in America, except that manhood which makes a true gentleman, — that was never for sale in any of the markets of this world; but that is not essential to what is termed position in American society. This man can buy office, can buy a palace, buy a handsome woman to preside in it, and all things to make it attractive. Everybody is glad to go to such a house, when invited; and this man can probably go into any house he desires, for all doors open to the tinkle of a golden bell.

A young woman cannot easily earn a fortune anywhere; but with a moderate capital of beauty and social tact she can become the first wife of a rich man's son, or not the first wife of the father himself. This is called social position! The whole wondrous and elaborate structure of fashionable life in American cities means this: a small number of rich people living for their

own enjoyment, and turning the heads of multitudes of people not rich enough to enjoy it with them. They are not necessarily very foolish people nor very bad, perhaps neither better, nor worse, individually, than other classes. But the peculiarity of their social position is its essential selfishness ; it begins and ends in the selfish enjoyment and aggrandizement of all who belong to it. Thus it has no vital relation to any vital thing in America ; it has no opinions or principles, and in any great emergency has nothing to say ; and yet, the vast majority of our aspiring people would give all things, even their manhood and womanhood, to find themselves once within this sacred pale.

There is another way of gaining social position in this country. A young man or woman can enlist in some work of vital importance to the people's life ; something that develops industry or adds to the comfort and prosperity of the people ; some profession that stands in close relation to the people's higher life ; some permanent interest, philanthropic, civil, social, educational, religious, on which depends our national success. A long and faithful devotion in any service of real value to the people will ensure respectability and gain sincere friends in society. Eminent services of this kind are a sure road to the only permanent social eminence in this republic. A family that stands upon its money only lives while its money lasts, and fashionable society is a dissolving view in which few of its members have permanent renown ; but real service of the people confers a position entirely independent of circumstances in life. Poor or rich, the man or woman who has wrought a notable and permanent good for society becomes a constant social power. Wherever is found one man thus absorbed in unselfish toil for his country's good, there is a luminous centre of the best American life, inspiring everybody within its range. Wherever the least little school-mistress is consecrating body, mind, and soul to her little flock, there is a sacred place in society, from which will go forth a social influence whose breadth can no more be computed than the influence of spirit itself.

The most peculiar, and so far the most influential, of our American institutions is the people's common-school. Other countries share with us the blessings of constitutional government ; every civilized nation enjoys the Christian church ; most

of them enjoy it in every form of its creed and polity ; the higher training that comes from universities, literature, and art, and the most elaborate social refinement, is still the special privilege of countries older than our own : but the Northern United States are alone in the full enjoyment of the people's common-school. The people's school in England is the poorest thing in England, and is chiefly in the hands of the rival religious sects. In Scotland the people's school is far better, but essentially under the control of the priesthood of one religious sect. In every Catholic country the education of the people is in the hands of the Catholic church. In Protestant Germany the people's school is a government institution, the people's educational police, — like all government affairs wonderfully administered to make intelligent subjects of a powerful empire. Only in the United States has the common-school been the people's institution, established, paid for, controlled by the people, and always administered in the interests of republican society.

So the path to the most peculiar and really the most excellent position in true American society, lies through the door of the common-school. If there be a class in this country whose influence exceeds that of all others, which is now in a position to do more for the country than all others, it is the teachers in the common-schools. This body of young people, a large majority of them young women, will have more to do in forming the minds and characters of the generation that is to establish the new order of American affairs than any other class. In their presence the best children of the Northern States spend the best months of their six most impressive years. No class has such an opportunity to fashion the national character ; indeed, in numberless instances the teacher is the spiritual father or mother of the little one whose natural parents have failed to be the parents of the life of its soul. I do not propose to argue this point ; but the next fifty years will demonstrate that I am right. I do not assert that the common-school teacher will always retain this opportunity. With the rising intelligence of the masses, other sorts of instructors will be more in demand. But just now, in the formative state of our new republican civilization, the most imperative need of the American people is a higher degree of that kind of popular intelligence, blended with moral discipline, which our common-

school only imparts. The teacher prepares the field for the journalist, the author, the artist, the statesman, and the teacher of religion. So the young men and women to whom the children of America are now intrusted are now the class in which we are all most deeply interested ; whose position is really most important in American society.

If the people do not appreciate this fact as they ought, the fault chiefly lies at the door of the teachers themselves. The people do show the highest appreciation by placing their children under the almost despotic power of this class. The majority of American teachers are not parents of children, and they cannot know the feeling with which the most ordinary father or mother intrusts a child to any teacher during its most sensitive years. No parent at heart believes any human being can love or so well care for the little darling as those to whom God has given it ; and I confess no daily spectacle in this country is so affecting to me as the faith of the parents of the thousands of little children who are sent to our common-schools. There is no such faith in any church in the land ; no such in any class as these parents repose in the common-school teacher. When I hear our teachers complain of social neglect, I am tempted to ask, "Pray, what evidence of social confidence do you need?" These families might invite you to their social companionship ; might make you their personal friends ; might give you their money : but now they give you the very treasure of their hearts, their little children, through the most impressible part of their lives. They place them practically under your despotic control, through the school-hours of the year, with only a difficult and remote opportunity to interfere with your administration. The souls of their darlings are in your hands ; and when I have given away my child to be instructed by man or woman, I have given the last proof of respect and confidence. If there is a teacher in America who does not feel this, it is time the Republic were relieved of the services of one so shallow and selfish as to value a few outward demonstrations of respect above the last proof of human confidence.

But there is a growing feeling among the better portion of our people, that this class of American teachers must do far more than ever before to justify this popular faith and to retain this ex-

alted position. Every American institution is yet an experiment ; every professional class is always on trial before the high court of the best intelligence and virtue of the land. So far the common-school has done its work better than anything in America ; and the people are ready to give their money and their confidence, in greater measure than ever, to make it the grandest thing which our expanding necessities require. But they will demand more, far more, of the teachers in this school than ever before. They will demand, and will not be denied, the highest possible qualities of mind and of heart, of skill and of character, in those who stand so near the nation's life. They will give the teachers enlarged opportunities to fit themselves, at the public cost, for their arduous profession. They will give them salaries sufficient to support them in respectability and comfort. They will make the public school-houses the best houses in America. They will give the young men and women as much social attention and public honor as they deserve. All these things will surely come, and there is not the slightest need that our teachers should leave their legitimate vocation of instruction, to haunt lobbies or "pull wires" for their own personal welfare. The people understand them rather better than they understand themselves. All honor will be given where honor is due.

But the people now demand two things of you, teachers, and you must meet their expectations, if you wish to remain in the high places you now attempt to fill :

1st. They demand increased knowledge and skill in your profession. There is nothing done in America that requires the fine intelligence, the experience of human nature, the personal and social tact demanded in your profession. To instruct the mind and train the character of one child is the noblest work done upon earth ; to be the teacher, the guardian, the exemplar of fifty children, year after year, is such an office as demands the utmost skill of man or woman. There is no end to the mischief that an ignorant, bungling, untrained teacher can inflict on children and society : there is no limit to the achievement of a master workman in this illimitable field. If there be a teacher now satisfied with low intelligence, a torpid mind, a clumsy manner, a happy-go-lucky style of work in the school-room, let me say that the time is rapidly passing when such faithless and crude labors will be tolerated.

Everything now tends to skilled labor. All the trades' unions in Christendom will fail to elevate the mechanic until he makes himself a better workman ; for the world will never pay so much for poor work again as it has in the past. The doctors, the lawyers, the clergymen all understand that their position depends upon the quality of their work. The people have resolved to have skilled labor in the common school-room. The children who are to shape this republic are too precious material to be experimented upon by educational quacks, or ruined by barbarism, stupidity, or conceit in the teacher's desk. It is utterly useless to resist this demand. Every teacher now employed should devote every spare hour to faithful study and general professional improvement. No young person should presume to enter the profession without the most ample preparation at command. It may be hard upon many a faithful worker, but the emergency demands a relentless policy of purging the American school-room of incapable instructors ; and what the people discover to be essential will surely be done.

2d. The people demand, beyond this, the consecration of the whole manhood and womanhood of every teacher to the great office of public instruction. The day is passing when this profession can be a general receptacle for all kinds of young people, to be used to fill up a few years of inefficient life. If a young man wishes to pay his board while he studies medicine or law, or applies for the situation of merchant's clerk, he will soon find the school-room is not open to men with such a purpose. If a girl wishes to relieve her parents of her support while she waits to be sought in marriage, she must go elsewhere for employment. Public instruction in America cannot be conducted by persons who come to it with half a mind, regard it a hateful drudgery, and toil with mechanical stolidity, while the soul is far away. It demands the complete consecration of all the human powers ; it is a thing to work up to, to pray over, to purify oneself for ; and only the teacher that works in such a spirit can know the grandeur of the office or behold the wondrous results of fidelity. Of course it is honorable to work everywhere ; and while our nation was young and society crude, we were obliged to use the best that could be had for teachers. Many of us worked in the school-room, in our youth, as well as we knew how ; and we

hope we did the people no vital harm. But new days demand new agencies ; and the time has now come when nothing less than lofty manhood and womanhood, joined to thorough knowledge and skill, can satisfy the people's need.

Not long since it was my privilege to spend a half day in what is probably one of the most complete training-schools in the country. In the upper room of a well-constructed school-house, I found a quiet, self-possessed young woman, standing before a group of half a dozen girls, in familiar conversation upon their forenoon's work as teachers of the five hundred children in the rooms below. Their conversation ranged through the whole realm of the life of childhood, striving to analyze its faculties, comprehend its wants, and get into perfect sympathy with its mysterious inward life. Each of the girls told her experience with her class as earnestly as if she knelt at the confessional, under the eye of a criticism as decided as it was sympathetic and kind. Below, I saw the working half of the class of pupil-teachers conducting the various exercises of instruction. Through these rooms moved three critic teachers, noting everything, advising, preparing to report, in due time, to the quiet little lady above. In one room a charming model school was kept by an experienced young woman. One man with the title of Superintendent was responsible for the order of the little community, and assisted in the teaching of the older classes. I looked with a delight too deep for expression upon that beautiful spectacle of a school, where five hundred children were taught by these twenty girls, who themselves were learning the finest art of modern life. I marked the deep enthusiasm, the blended firmness, self-possession, and gentleness, the sweet spirit of co-operation with which they went about their duty. I saw in their faces that they felt they had chosen the better part, were living for a purpose, and not troubled overmuch about their position in American society. Then I thought what multitudes of young women in our land, to whom God has given wealth and opportunity, friends and fair hopes in life, are squandering the soul of their womanhood in a wretched career of self-indulgence and selfish pleasure, destroying their bodies, dissipating their minds, and imperilling their souls, in an ignoble slavery, which begins and ends in their own poor selves ; and I felt how weak a creature

is woman when she lives only to pet and push herself into some new opportunity for a useless round of trivial life. And I thank God that all over our land are these quiet, refined daughters of the republic, with noiseless feet and gentle hands shaping the souls that will shape the nation that will yet lead the world. They are the people's saints, the true woman's nobility, the prophets of that day when man and woman shall not quarrel for rights, but shall strive for supremacy in service to man and God.

REV. A. D. MAYO.

PROMOTIONS: OUGHT THEY TO BE ANNUAL OR SEMI-ANNUAL

Read before N. E. Superintendents' Association, by A. D. Small.

THE fact, I suppose, is, that promotions have generally been, and still are, in a majority of instances, annual. The tendency on the other hand, if I mistake not, is towards semi-annual promotions.

The question proposed for the present discussion is, Which ought they to be, annual or semi-annual?

The word brought under the focus of our examination is *ought*: what is *owed*, or *due*? Regard, therefore, must be had to each school system separately, and the question must be answered as its circumstances justify or demand. I am not confident that we can lay down a universal law in the case, or, in abstract theory, establish the principle upon which such law could rest.

What are the circumstances of the case? Evidently, the needs of the pupils, and the school accommodations, and teaching force provided to meet those needs. Human nature is said to be very nearly the same the world over; but school appropriations have, like the stars, various magnitudes, from the showy and luminous, down to those that cannot be seen, except through powerful economical spy-glasses.

I beg your indulgence while, in order to justify the conclusions at which I shall arrive, I briefly discuss:

I. THE NEEDS OF THE PUPILS.

We will suppose that all pupils enter the lowest primary class, with the manifest destiny of passing along through the successive

primary and grammar grades to the High School. If, as is the case, any enter at other stages of the course, they then become subject to the general law of promotion.

The primary period embraces three or four years ; the grammar grades extend through five or six years ; and the High School course covers four years more, or fewer.

(a.) The primary period is eminently a time of preparation, the spring-time, the child-gardening time. The child becomes a pupil. He is now formally introduced to Nature, which before this had appeared to him a stranger, wrapped in mystery, and not to be accosted too familiarly ; he is to know Nature by name, to learn her appropriate rank, her history, habits, and vocation. Form, size, weight, color, number, qualities, and physical laws are topics of teaching and study. Language, so as to be understood from the lips of the thinker, or in written or printed forms, so as to be used in speech or writing, according to the requirements of correct thought, — Language is another study of this period. Before and along with all this, and as the basis of it all, is discipline, mental and moral : moral as affecting mental discipline, as well as for its own sake ; and mental discipline, as the means and most valuable product of school education. The pupil is to learn to fix the attention, and to use it in analysis, reflection, comparison, and the higher processes of thought ; to use it with energy and critical endeavor, and to take a degree of pride in work well done.

(b.) The pupil now passes to the Grammar School, there to become a pupil-student. His work now takes more definitely the form which is familiarly designated as study, — that is, he is to be more actively methodical, more self-directed and self-controlled, more persistent in self-application. The lines of study are now fewer and more suitably apportioned into tasks. The pupils seem to draw nearer to an average standard.

Those who had shot upward more rapidly are gradually overtaken by those of a slower growth. They who had been slow of apprehension, now find that patient toil will accomplish the task. And the brilliant and rapid learners are now obliged to retrace many previous steps, to repossess what they have lost. The work assigned is adapted to the capability of the average pupil, or is a trifle more exacting than that. It is a definite work, — a thing to

be done, whether quickly or tardily, — a task which may be completed at home, if not completed at school.

(c.) When the pupil-student enters the High School, he assumes more fully the character of a student. He needs less instruction as to the manner of studying, and is put more upon himself. The nature of his study changes perceptibly at this point. The two objects of study — information and culture — are to be recognized in every grade of teaching. Like the two parts into which the rectangle is cut by a diagonal, each increases in magnitude as the other decreases. In the primary stage, information is of the greater consequence, and the cultivation of the mental faculties has in view the aim of making them more acquisitive; in the grammar grades, information is of great importance, but the cultivation of mind should be considered tantamount; in the High School, though specific acquirements must be among the results of study, yet culture is to be held supreme.

Having thus noticed the characteristic features of the three periods of our public-school course, let us observe in what manner classes may pass through them.

(a.) The minimum age for admission to the Primary School is five years, but some children do not enter till eight years. This difference in age, and the differences in native mental capacities and capabilities, and in physical energy, will speedily advertise themselves in different degrees of proficiency. The necessity for re-classification will at first be frequent, but will grow rarer as we ascend the grades. In the lowest primary, it is demanded as often, perhaps, as once a quarter; in the highest class, once every half-year. It will thus happen that a class will be prepared for promotion to the Grammar School at the end of every half-year. The class ready for promotion at the end of the school-year will probably be larger than the class six months behind it. Certainly, by judicious management, this will be made to be the case, and that, too, equally for the benefit of the schools and the pupils. Especially will this be the case if the first term of the year is somewhat longer than the second. At the end of the school-year, the regular time for promotions in the Grammar Schools, when a new lower class is to be formed, a larger number of the "indifferently" qualified pupils may with propriety be admitted. At a special promotion, all may be required to be well prepared,

or be retained in the Primary School till the end of the year. To keep back any who have finished this course of preparation, and are qualified for study in the Grammar Schools, would of course be unjust.

(*b.*) The cases requiring special promotion in the Grammar School will grow less numerous. The classes assume more complete solidarity. The dull, slow learner, and the brilliant and nervous one meet each other. The former needs to be quickened and lifted: the latter needs to be restrained from premature haste. Yet there will be a few who, on account of particular merit, should receive special promotion, and these will so readily amalgamate with the next higher class as to produce no disturbance in it.

(*c.*) The annual promotions from the Grammar Schools to the High School seem to me to meet all the requirements at that point. The courses of study are totally different in the two grades. The one is not a continuation of the other. The Grammar School studies should be well completed before the High School course is entered upon. If any pupil or pupils be not thoroughly prepared for admission at the regular yearly examination, and would be so well prepared at the end of the next half-year that to remain in the Grammar School the second half-year would be a serious loss, such pupil or pupils might quite as well be advanced at the regular promotion, though lacking six months' acquirements. The admission of a new element to the High School in the middle of the year would necessitate the formation of additional classes in Latin, French, Algebra, and Physics, the studies of the first year. This again would require an addition to the teaching force, and a consequent increase in the cost of maintaining the school.

2. SCHOOL ACCOMMODATIONS.

(*a.*) The frequent re-classification of pupils in the Primary Schools does not require additional rooms or teachers. The necessity for short recitations and for variety of work naturally occasions a classification of the room into divisions.

(*b.*) In the Grammar Schools, however, it is easier for the teacher to have but one class or division pursuing the same studies, doing the same written work, and taking the same exam-

inations. It is manifest, also, that her power and efficiency are greater, as she comes nearer the individual pupil. If admissions be made by the "natural selection of the fittest," there will be little or no disturbance; but if classes be promoted half-yearly, it becomes necessary to provide more rooms and teachers than there are classes, — perhaps twice as many.

In cities and towns, where ample accommodations exist to organize the Grammar Schools upon the plan of regular semi-annual promotions, undoubtedly that plan is considered all but perfect. The classes do not of course advance faster under this organization than they would if they changed rooms but half as frequently; and the query arises in my mind, whether such an organization is as favorable to special promotions on the basis of conspicuous merit, as is that plan which allows merit a full year to show itself.

(c.) Two regular admissions to the High School would necessitate two graduations yearly. The increased expense would not be the only objection to such an arrangement: the more frequent changes in the membership and organization of the school could but be unfavorable to culture, which demands seclusion and repose rather than agitation.

It is believed by some that there is a benefit in a frequent change of rooms, as lessening the possibility that the pupil's manner of thought may be artificially moulded after the fashion of a particular mind. On this ground, might not a daily change of teachers, according to the department plan, be still more beneficial? But is there cause for the popular cry, which we hear, about mechanical work and procrusteanism? The transition from the unmethodical to the systematic way of conducting schools; from hap-hazard teaching to a definite arrangement according to the law of mental growth; from heterogeneous, disorganized work to a precise assignment of little and well, and everything in its order, — this change, effected within the limits of a single generation, has doubtless caused many honestly to fear that mental individuality and personal freedom of thought are now, or soon to be, only memories of the past. But classification does not repress individuality, nor does the assignment of so much work as can be well done. Is this fancied evil to come from being subject to a single mind, from sitting under the

instruction of one teacher? When did a school ever have more than its one teacher? When did teachers ever seek more earnestly to impart variety to their teaching, or have readier access to the sources of such variety?

The elasticity of our school system, and of any school system, arises from the very individuality of the pupils, and from the employment of teachers who devote themselves intelligently to the developing of mind and the imparting of correct knowledge.

THE PROFESSION OF TEACHING.

From a Lecture read before the American Institute of Instruction in 1855.

BY B. F. TWEED.

DOES the business of teaching require as high an order of talent and character as that of the physician, the lawyer, and clergyman? Is the same amount of intellectual and moral culture necessary to success in teaching?

That we may answer these questions intelligently, let us first consider the true *end* of education.

It is not merely to impart a knowledge of certain processes in Arithmetic and rules of Grammar,—to “go through” Greenleaf’s Algebra, and to *parse* all the hard words in “Pope’s Essay.” Children are not to be regarded as so many little vessels, to be filled with “facts,” after the manner of Thomas Gradgrind and Mr. M’Choakumchild. No, the true end of education is to lead forth and direct our whole nature; in the words of another, “to call forth *power* of every kind,—power of thought, affection, will, and outward action; power to observe, to reason, to judge, to contrive; power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves and to influence others; power to gain and to spread happiness. The young should be taught the right *use* of their intellectual and moral powers; to trace the connection of events; to rise from particular facts to general principles, and to apply these in explaining new phenomena.”

This may seem a high order of requirement, especially with reference to young pupils; but the *teacher* who has not these ends in view in the discipline and instruction of even his *youngest*

pupils, but partially comprehends his mission. It need not, indeed it will not, be the constant *theme* of the teacher in his intercourse with the pupils, but it will be ever present to his *mind* as the great *end* to be attained, reducing all the exercises of the school-room, of whatever nature, to a mere system of *means* of effecting it.

This is the time to commence the formation of intellectual and moral *habits* in the young, which will grow with their growth and strengthen with their strength, and finally ripen into principles and character.

The maxim of Solomon, that a child trained in the way he should go will not depart from it, is as true intellectually as morally.

Even our elementary text-books, and the course of studies pursued by the youngest pupils in our schools, all recognize higher aim than that of solving a particular problem, or becoming possessed of a specific fact. The object of the training in oral arithmetic, which has become so universal, is not exclusively, nor chiefly, to teach children to perform precisely that class of operations, and to give a facility in the art of computation; but to form habits of continuous thought and reasoning, and lay the foundation for regular and systematic principles of investigation.

So, also, the exercise in grammatical analysis is of little value, if it do not assist in the formation of habits of careful observation, of nice discrimination, and definite and exact modes of thought and expression. The lesson in History is certainly not for the purpose of cramming the mind with a crude mass of indigested statistics, of battles fought and victories won, of the number of killed, wounded, and prisoners; but the object is to learn the characteristics of *humanity*, and by observing the opinions, habits, and peculiarities of nations in every variety of circumstance and stage of advancement, to distinguish what is universal from what is peculiar, and thus to trace the law of development and progress in the race. In fact, the ordinary routine of the school-room implies a breadth and fulness in the objects of education which, I fear, is but partially recognized in the discharge of our daily duties.

Then we have the discipline of the school-room. What are its objects? Is its aim *merely* to preserve stillness, or is it not rather to form and strengthen habits of self-government, of

obedience to rightful authority and *law*? I know we are apt to take a narrow view of school discipline, — to regard it simply as a means of securing quiet, and thus facilitating the active operations of the school-room; and we too readily accord to a teacher the merit of being a good disciplinarian, without inquiry into the means adopted and motives urged.

To the casual and inexperienced observer, two schools may exhibit the same external appearance, the same stillness, the same regularity in all their movements; while, in one case, all this is secured at the sacrifice of every noble, honorable, and generous feeling; and in the other, by means which tend to develop, exercise, and strengthen the whole moral nature.

In other words, it may be an abject and degrading submission to the arbitrary will of the petty tyrant who sways his birchen sceptre over them, or it may be the result of constant and persevering effort at self-restraint on the part of the pupils, inspired by the instructions and character of the teacher. Such, then, being the true *ends* of school discipline and instruction, may not the same judgment, discretion, practical wisdom, the same high-toned character, the same moral and intellectual culture, be made available here, as in the discharge of the duties of the professions referred to? And is it not this narrowness of view which gives rise to the complaint that we often hear, that “so little attention is given to moral instruction that we are educating the *head* at the expense of the *heart*,” — as if no influence could be exerted, except by the aid of a text-book, and through the usual forms of school recitations.

To me it seems clear that a man who is competent to teach the principles of moral science from a text-book may and must find innumerable instances in the discipline of his school, of their *application*, which, by means of their exemplification, can be made far more impressive and lasting than when considered merely in the light of abstract principles.

To the true teacher, the payment of a penny as tribute money, the ambition of a fond mother, the fall of a sparrow, furnish texts involving the highest truths. And when we reflect that moral influence is the result of *character expressed in action*, rather than mere *verbal* utterance; that its sound goes out into all the earth, even though no *voice* is heard; and that it is communicated

by the very *touch* of purity and goodness, does it not invest a calling, which, perhaps more than any other, makes this claim on us, with a peculiar sanctity?

Now, does the practice of the *law*, the administration of justice in the *community*, the adjustment of questions of legal right, involve nicer or more subtile distinctions than those on which the teacher is called to act in the discharge of the duties of his office? Is it easier, without the aid of judge or jury, constitutional provisions or penal enactments, to render essential justice between boy and boy, — to satisfy them, their parents, the school committee, and one's own conscience, — than to decide upon a title of ownership, or the validity of a document, with the aid of all the means and appliances of the legal profession?

Not by any means to disparage the noble profession of the *law*, founded as it is on the idea of *right*, and having its sanctions in natural *justice*, it seems not too much to say, that the vocation of the teacher involves interests as important, rights as dear, and claims at least equal in intelligence and character.

And how do the requirements of the teacher compare with those of the physician? Is the body more delicate and complicated in its structure than the mind? And does the organic play of forces, which constitutes mere animal life, depend on conditions more difficult of comprehension than that of the ethereal and subtile essence on which depends intellectual and moral vitality? Does it call for a greater exercise of skill to treat successfully a *fractured limb* than a *fractious spirit*? Or a steadier nerve and more practised hand to apply the scalpel to remove the *proud flesh* from a nauseous sore, than to probe a *wounded, festering, and inflamed temper*, to remove the *proud will*, to cleanse it from its impurities, and assist nature in her healing operations?

Is the oil of birch (so essential in the treatment of all diseases peculiar to the school-room) less liable to abuse in the hands of passionate, ignorant, and unscrupulous men, than boluses, cataplasms, cathartics, calomel, and infinitesimal pellets in the hands of a quack?

It surely cannot be less difficult to understand and adjust a partially or ill-developed intellectual or moral nature than to minister to a diseased body. Whatever claims, then, may be

urged by the physician in behalf of his profession, may be urged with as much more force for that of teaching as the mind excels the body ; or, as it is more difficult to guide and restrain the subtle forces of thought, passion, and will, than to treat successfully the diseases and infirmities of the body. And what shall we say of its requirements as compared with those of the clergyman ? Is the influence for good or evil, which the teacher exerts upon the impressible and credulous mind of childhood, less important in its effects than that of the clergyman on the members of his congregation, limited as his influence necessarily is by habits and opinions already formed, by the engrossing cares of life, and by that lack of impressibility which accompanies maturer years ? But on this point we need not argue, since the clerical profession itself has fully conceded it,—nay, asserted it in the strongest terms.

“There is no office,” says Channing, “higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, character of the child.” “Much,” he says, “as we respect the ministry of the Gospel, we believe it must yield in importance to the training of the young. In truth, the ministry now loses much of its power for want of that early intellectual and moral discipline, by which alone a community can be prepared to distinguish truth from falsehood ; to *comprehend* the instructions of the pulpit ; to receive higher and broader views of duty ; and to apply general principles to the diversified details of life.”

I do not quote these remarks, nor urge these claims, to flatter the vanity of teachers. As a teacher, I cannot claim to have answered any such demands of the profession ; and I fear that most, if not all of us, when tried by our own ideal of a teacher, fall immeasurably short of the “mark of our high calling.” I tell rather what the teacher *should* be and do, than what he *is* and *does*. In truth, such a view of the capabilities of the profession, taken in connection with our shortcomings, is most humiliating. The very fact that a calling involving such duties and capable of such things should be obliged to urge its claims to *respectability* in a community whose institutions are based on popular intelligence and virtue, should forever stop anything like boasting on our part ; since, by such a view, we lose more *personally* than we can by any possibility gain *professionally*.

VERMONT DEPARTMENT.

H. T. FULLER AND J. C. W. COXE, EDITORS.

GENERAL INTELLIGENCE.

It is announced — we hope by authority — that Rev. Henry Smith, D. D., formerly President of Marietta College, Ohio, and more recently Professor in Lane Theological Seminary, Cincinnati, has accepted the presidency of Middlebury College. Dr. Smith is an alumni of Middlebury, class of 1827.

THE vacancy in the Board of Education, caused by the removal of Prof. G. N. Webber to Troy, N. Y., has been filled by the election of J. S. Cilley, of Brandon. Mr. Cilley is a veteran teacher of large experience, and his counsels cannot fail to prove valuable to the educational work of the State.

BARRE. — F. B. Hawes resigns the charge of Goddard Seminary with the current year. His administration has proved *him* a popular and capable man, and our good wishes go with him.

MONTPELIER. — Mr. C. W. Hoitt, of Nashua, N. H., has been elected Principal of the Montpelier Union School, *vice* E. W. Westgate. We have not learned of his acceptance. The other teachers elected are Misses Sweet, Maxham, Abbott, Emery, Hunt, Kimball, Flint, and Sumner. Of these, all were teachers the last term except Misses Kimball and Flint, and they have previously taught in the school, and Miss Mary L. Sumner, of this village, who is a new teacher.

AT a meeting of the Trustees of the Vermont Academy held at Rutland, June 24, Hon. William M. Pingrey was elected President of the Corporation; Hon. Alanson Allen, Vice-President; Rev. M. A. Wilcox, Secretary; and Mial Davis, treasurer. Lawrence Barnes, Rev. Charles Hibbard, and Julius J. Estey were appointed Executive Committee.

The agent, Rev. Mr. Wilber, reported the purchase of thirty-five and one fifth acres of land for the use of the institution, at Saxton's River, and passed the title deeds over to the Treasurer. This Institution has already a fine endowment fund, and the agent is vigorously prosecuting the canvass for the building fund.

THE anniversary exercises of the Castleton Seminary and State Normal School commenced on Sunday, June 21, with a sermon by Rev. W. L. Woodruff, on "Personal Influence." The examination of classes occurred on Monday and Tuesday, and appear to have been very satisfactory to the friends of the school, as they were creditable alike to the pupils and instruc-

tors. The examination of the Normal classes was conducted by Dr. French, the Secretary, and Mr. Cilley, of the Board of Education.

The following named passed the examination, and were graduated in the First Course: Elsie Baldwin, Chester; Gracie Cubett, Orwell; Stella Eaton, Townsend; Frankie Evarts, Clarendon; Lizzie Gibson, Clarendon; O. F. Harrison, Fairhaven; Hattie Judkins, Castleton; Ida Lewis, Poultney; Mary Miller, Dummerston; Maggie Ryan, Fairhaven; Sarah Squires, Clarendon; Ida Squires, Ira; Nellie Stiles, Hydeville; Jennie Smith, Rutland; Ella Tufts, Jennie Thompson, Fairhaven; Ella Thompson, Fairhaven; Belle Thatcher, Brandon; Emily Williams, Poultney. Six were graduated in the Second Course, viz. Emma Allard, Fairhaven; Jennie Croft, Wallingford; Abbie Mills, Pittsford; Queen McConnell, Brandon; Ella Marsh, Chester; Addie Taft, Winhall.

POULTNEY. — The Troy Conference Academy, which was for many years in a flourishing condition and enjoyed a large patronage, but which some years since passed into private hands and lost its high repute, has been repurchased and is to be opened again as a Conference Seminary. The trustees recently elected Rev. Martin E. Cady, A. M., Principal, and Miss Anna M. Wythe, Lady Principal, and referred the selection of the remaining members of the Faculty to a special committee. The school buildings are being thoroughly repaired, and active preparations made for a vigorous and successful school. The Fall Term will open Aug. 27.

WATERBURY. — G. C. Mayo has been elected Mr. Phelps' successor in the graded school. Mr. Mayo is, we believe, a graduate of the university at Burlington. Miss Mary J. Cressey is the only assistant teacher yet elected.

MONTPELIER. — The Trustees of the Seminary wisely changed the school calendar at their recent meeting, and determined on three terms per year in place of four, — the school year to cover forty weeks.

Rev. S. L. Eastman has been elected Prof. Bush's successor in the Chair of Languages.

Prof. J. C. W. Cox, after two years' service, retires from the Principalship of the seminary. No announcement of an election to the position has yet been made.

MIDDLEBURY. — The trustees of Middlebury College have received the welcome news that the late Jos. Battell, of the class of 1823, whose name appears on the necrological list of the alumni for the past year, donated in his will the munificent sum of \$10,000 to his loved Alma Mater.

Mr. Battell was present at the Commencement last year with his classmates, Hon. Merritt Clark of Poultney, and Hon. Harvey Button of Wallingford, to celebrate the semi-centennial of their graduation.

The commencement exercises of Middlebury College occurred July 12-15. The Baccalaureate sermon was preached by Prof. G. N. Webber, D. D., of Troy, N. Y. The alumni festival on Tuesday was an interesting occasion, though the attendance was small. E. J. Phelps, Esq., of Burlington, was, by

unanimous vote, requested to address the alumni next year, in eulogy of Justice Nelson. The Association elected the following officers: President, Rev. Geo. N. Boardman, D. D.; Vice-Presidents, Rev. E. P. Hooker, S. Knowlton, E. J. Warner, N. White; Secretary, E. E. Smith of Middlebury; Treasurer, Prof. W. H. Parker; Central Committee, N. F. Rider, J. M. Slade, Jr., G. H. Remelee; Committee on Necrology, S. Knowlton, W. H. Parker, M. L. Severance; Orator for 1875, Rev. W. R. Shipman of Tufts College, Boston; Substitute, A. E. Rankin, Esq., of St. Johnsbury; Poet for 1875, Philip Battell of Middlebury; Substitute, M. D. LaColleston.

The Parkerian Prize Speaking occurred in the evening, in which J. McDonald Mulcahey, Andrew T. Stapleton, Harry P. Stimpson, and Willis L. Twitchell, of the Freshman Class, and W. S. Austin, Walter L. Brown, Edwin H. Eastman, and Newcomb H. Munsill, of the Sophomore Class, took part. The first Freshman prize was awarded to Harry P. Stimpson; the second to W. I. Twitchell; the first Sophomore prize to W. L. Brown, and the second to N. H. Munsill.

The Rhetorical Exercises of the graduating class occurred on Wednesday, according to the following programme:—

MORNING.

Prayer. Music.

1. Oratio Salutatoria, H. P. Sheldon, Brooklyn, N. Y.
2. Oration—Skepticism, The True and the False, L. H. Batchelder, Montpelier.
3. Oration—Architecture the Historian of Civilization, H. S. Boardman, Middlebury.
4. Oration—The Isolation of Genius, A. G. Conant, Middle Granville, N. Y.

Music.

5. Oration—The Life and Services of Alfred the Great, T. W. Darling, Keene, N. H.
6. Oration—Shall Trial by Jury be Abolished? O. S. Eaton, Galveston, Texas.
7. Oration—Science as a Factor of Modern Progress, E. D. Ellis, Fairhaven.

Music.

AFTERNOON.

Music.

8. Oration—The Tyrannizing Idea in America, C. C. Gove, Marshfield.
9. Oration—The Education of Popular Sentiment, and an Application, B. P. Sparrow, Calais.
10. Historical Oration—The Hebrew and Grecian Elements in Modern Civilization, A. L. Miner, Jr., Manchester.

Music.

11. Philosophical Oration—The Relation of the Fine Arts to the Mechanical, G. M. Wright, Orwell.

12. Oration — The Men for the Times, A. O. Spoor, Troy, N. Y.

13. Oration — The Common People in History; with Valedictory, G. G. Ryan, Fort Covington, N. Y.

Music. Degrees Conferred.

Prayer. Benediction.

The degree of Bachelor of Arts was conferred upon the class, numbering thirteen.

The degree of Master of Arts was conferred, in course, upon G. L. Jones, class of '68, C. W. Hill and F. M. Peck, class of '71, S. H. Foster, G. E. Clark, H. C. Robbins, Zebulon Jones, F. H. Graham, G. W. Thompson, E. J. Davenport, J. W. Wilkie, and Lewis Meacham.

Honorary degree of A. M. upon A. G. Cochran and Rev. S. B. Pettengill.

Doctor of Divinity, upon Albert R. Teele.

Doctor of Laws, upon Hon. J. C. Churchill, Oswego, N. Y.

PROFESSOR CROSBY.

WE had not thought that *he* would die :
Others had fallen, — the great, the good ;

But as we looked
Adown the time to come, the thought
Ne'er came to us that we sometime
Should miss his smile,
His kindly word, his ready help.

The marble, chiselled by the hand
Of loving artist, knows not when
That hand is still, —
Else we should think e'en stone would weep.
He shaped our minds to high ideals ;
His work was wrought
On us. We are *not* stone to-day.

Teacher of teachers, oh ! that all
Whom thou hast taught might be like thee, —
Wise and yet meek,
With reverent love for God and truth,
With love for country, love for man,
And charity
Which hoped all good unto the end.

The end has come ; but he will live
Both there and here,
Till truth and right shall rule the world.

M. C. C.

Freetown, Mass.

RESIDENT EDITOR'S DEPARTMENT.

HAVE THE CHILDREN IN OUR SCHOOLS THE ABILITY AND THE TIME TO LEARN ARITHMETIC?

"A 'COUNTER' PLEA FOR THE INNOCENTS."

GIVE me space, Mr. Editor, to reply to the paper on the study of Arithmetic, by Superintendent Hubbard, which appeared in the "Teacher" for June. I shall do so with a directness and earnestness, justified, as I think, by the importance of the subject.

It properly belongs to me to make this reply; for I am the one whose remarks at a meeting of the Superintendents' Association, some two years ago, induced Mr. Hubbard to prepare the paper in question.

And I am the more inclined to undertake this rejoinder, because, in his reference to my position, Mr. Hubbard, unintentionally of course, has done it great injustice. He has both misstated it, and understated it; and I am even more concerned to put myself right than to prove him wrong.

My best course, postponing any further reference to his strictures, is to present a brief statement of the views I advanced when I communicated with the superintendent. More carefully elaborated, they have since been published, and have secured a wide circulation, and very marked approbation; and my lead in the premises has had a quite extensive following. It is all the more important that it should not be misrepresented.

I began my remarks by saying that there is an imperious necessity of economizing time in connection with every study in our schools, in every particular in which it can be done without injury to such study, in order to obtain the requisite opportunity for all the studies, in view of the distracting pressure on the schools. When the number of school hours is not enough to allow of attention to the whole prescribed list of studies without such frequent transitions from one to another as to peril some of the most important purposes of education, it is the part of wisdom, unless some of the studies themselves can be eliminated from the course, to discontinue the furtherance of all such aims and the employment of all such methods as are of questionable value. This general principle I applied specifically to the prevalent methods of instruction in Arithmetic.

It has been, for many years, one of the cardinal points in the prosecution of this study in most schools, that the scholars should be thoroughly versed in the philosophy of the subject, step by step, as they advance. In my anxiously critical revision of the work of the Grammar Schools under my charge, that I might discover, if possible, points wherein the instruction in some studies might be abbreviated or recast without injury, for the benefit of others,

my attention was arrested by the character of the recitations in Arithmetic. I found that full half the time devoted to the study — if not more — was spent in explanations of the abstract theory of numbers, and of the processes by which the slate work was to be performed, and in labored efforts to make the scholars thoroughly understand them. In answer to my inquiries how far these elaborate and reiterated explanations were found to be of value, that is, what proportion of the scholars remembered them, so as to give evidence that they had become positive additions to their stores of intelligence, I received from the united corps of teachers the emphatic response, that such instruction is, in the main, a waste of time. The philosophy of the processes of arithmetical work, they told me, is almost invariably beyond the capacities of the scholars *at the time when these processes are necessary for their practice and advancement*. For no matter how carefully it may be explained, it is speedily forgotten by the great majority.

When, subsequently, I made careful tests of the truth of these statements, I was surprised to find in what an intellectual muddle many of our scholars showed themselves to be on the points in question, even those in the High School; and I discovered this fact, also, — and its significance was not lost upon me, — that the most were not able to perform ordinary slate work with the prompt power of calculation and the accuracy which ought to have characterized their attempts. Then I reflected that since this slate work, this practical evidence that the scholars are capable of readily grasping the conditions of a problem, and of applying the needful processes rapidly and correctly to its solution, is, after all, the chief source of the good to be derived from the study of arithmetic, whether as regards mental discipline, ability to put the faculties down to methodical and thorough work, or the practical uses of the study in after life, it would be far better that the effort wasted on the explanation of processes should cease, and the time thus gained be divided between an increased amount of intelligent, faithful slate work, and the neglected studies now clamoring for attention.

But was I not making my generalizations from insufficient data? Were not the schools under my charge exceptionally deficient, showing that the trouble was in the teachers' methods, and not in the scholars' brains? I resolved to be fully satisfied on that point.

So I visited High Schools and Grammar Schools in other localities, including some of most repute, and the reply to my inquiries was uniformly and emphatically corroborative of the impressions I had already received. Everywhere the explanatory labor of the Grammar Schools over the theory of numbers and the philosophy of processes, was declared to be abortive as to the communication of intelligent and permanent conceptions, while it defrauded the slate work of the necessary time to render it prompt, accurate, and trustworthy.

In addition I learned that in Prussia the teachers of the elementary schools are forbidden by the government to give any instruction in the theory of numbers and the philosophy of the processes of work, — it being declared that slate work, that is, the practical application of processes to problems, is the method

of most advantage to the scholars in every sense, and the only method for which time can be spared.

Such is an outline of my communication to the superintendents; and I stated in conclusion, that I should solicit from my School Committee the passage of a resolution to this effect:—

“Resolved, That the superintendent be authorized to instruct the teachers in the Grammar Schools having classes below the highest grade in these schools, that they need not require of their scholars explanations of the abstract theory of numbers, or of the processes by which the various operations in Arithmetic are performed. They will be expected to explain each of these, clearly and thoroughly, where it is arrived at in the order of progress, but need not dwell on such explanations as an imperative object of study.

“The use of the processes, however, is to be thoroughly taught and fully exemplified in slate work; and all the principles of Arithmetic prescribed to be learned, must be practised upon through concrete examples, in every form of application in which the teachers can present them.”

The authority here asked for was granted, and the Grammar Schools of New Bedford have been pursuing their Arithmetic, during the past year, according to the principles thus set forth, to great advantage, as we maintain. And is there anything really weak, defective, or in any way detrimental in this position? Is it defrauding rather than benefiting the minds of those who are subjected to it? The essay to which this is a reply says as much; it intimates, with a sneer, that I have made “an advance backward.” But if my data are correct and my deductions logical, there is no weakness, no retrogression about my position. And where is any mistake in my data or fault in my deduction?

It is to be borne in mind that the substantive point of the position is, that the majority of our scholars cannot fully understand the philosophy of arithmetical processes, at the time when these processes are necessary for their practice and advancement. Well, am I at fault here? *Can* they? A few examples to aid the reader towards a decision:—

A class of children of from eight to nine years of age comes, in due order of progress, upon Multiplication. They are told that the first figure of each partial product, where the multiplier has two or more figures, is to be placed under the multiplying figure, and the columns of figures thus constructed added up for the whole product. The philosophy of the matter is very simple, it would appear. But let the teacher explain, however lucidly, how many of the class can repeat the explanation a month afterward, showing clear intelligence of the subject?

Again, *we* connect decimals with whole numbers when we teach the fundamental operations; for the work is the same with both, and time is saved by the combination. So that same class of children, from eight to nine years of age, having examples in Multiplication that include decimals, is told to point off as many places for decimals in the product as there are decimal places in both factors: all is clearly explained. How many can intelligently repeat the explanation a month afterward?

Again, Division is reached. The class is a few months older. 357 is to be

divided by 4. "4 into 3, you can't," so the customary process runs, "therefore, you take another figure in addition, and say, 4 into 35. But the true philosophy says, "4 into 3 *you can*," because a figure is significant according to the place it holds. The 3 is therefore actually 3 *hundreds*, and four will go into it a great many times. The 3 hundreds are reduced to *tens* and added to the five tens for the sake of convenience only: all is explained. How many of the class can repeat the explanation a month afterward?

Again, decimals are included in the examples in Division, and "as many places are to be pointed off in the quotient," etc. How many will intelligently repeat the explanation of this a month afterward?

Again, being somewhat older still, say about eleven years of age, the class is to divide common fractions. "Invert the divisor and proceed as in Multiplication," says the most expeditious rule, and expedition is what we seek in mere processes: it is thoroughly explained to them. How many of them can intelligently repeat the explanation a month afterward?

Once more, a common factor is to be changed to a decimal. "Annex ciphers to the numerator, etc.," says the rule. How many will bear the philosophy of that performance intelligently in mind for any length of time?

So is it with the most of the processes of arithmetical work with ordinary Grammar School classes, at the age when the work comes along in the order of progress. Surely I am not mistaken. If my own observation were at fault, the testimony of numberless teachers would prove me right. And would not time spent in *profitless explanations* better be saved?

Mr. Hubbard says *No*. Crowd in more of such philosophy rather than less. The muddle that the scholars' brains are found in arises not from their lack of apprehension, oh, no! Children can understand everything on the subject, at any age, to judge from his reasoning; but the fault lies with authors and teachers.

And then we have an array of examples to inform us in what particulars authors and teachers have so erred as to muddle all the scholars' brains. And what do they all amount to? One is amazed at the ludicrous incongruity they present. My position has reference to the substantive work of the school-room in Arithmetic, among its progressive topics, through all the diversified and exacting processes of slate-practice; and my opponent triumphantly offsets my facts and reasoning with a little of the "milk for babes" on the subject, such as is contained in the first few pages of Colburn's "First Lessons." What if authors and teachers have been guilty of the kind of teaching so contemptuously exemplified? It all has about as much to do with the question at issue as a fog on the surface of the stream emptying into Lake Superior has with the volume of the cataract of Niagara.

But I dispute the correctness of Mr. Hubbard's assertions as to the shortcomings of authors and teachers. Let us examine his examples, *seriatim*, and test them.

He leads off with a statement flavored with expressions of high contempt, that "we abuse the children when we ask them to explain first

truths," etc. He gives an example. Now, *we* don't have any fiddle-faddle of the kind. What sort of teachers has the superintendent happened among? They are not representative specimens by any means.

A little further on in his essay, he presents five or six examples to prove that "we teach the child nonsense and then wonder that he does not distinguish sense from nonsense." Here is one of the examples: "'How many hours would it take you to travel ten miles if you travel three miles in an hour? It would take as many hours as three miles is contained in ten miles'; and I ask," he says scornfully, "how many hours is three miles in ten miles?"

Now, what does the impropriety thus stigmatized amount to? It is merely a verbal omission in abbreviating the statement of the answer, and does not imply a particle of mental confusion. The word *times* necessary to complete sense is omitted, that is all; and when supplied, thus, — as three miles is contained *times* in ten miles," all becomes right.

I have given out this and its companion examples to many classes; and while some of them made the omission so sharply criticised, there was in all instances a clear apprehension of the Arithmetic in the case; for the omitted word was promptly suggested the moment that the defect in the answer was pointed out, and to cite instances of defective phraseology as so many instances of mental obfuscation is to mix diverse matters up together considerably, to say the least.

Now a few words about the *hat* example, given to illustrate that "we teach the pupil to put two things together as premise and conclusion when the latter does not grow out of the former." "'If one hat costs five dollars, how much will three hats cost?' We teach the pupil to say, 'If one hat costs five dollars three hats will cost three times as much.' Now, the fact that three hats will cost three times as much as one does not depend at all upon one hat costing five dollars. We might as well say, If it is pleasant to-morrow, day after to-morrow will be Sunday."

Here again is an elephant manufactured out of a may-bug, — a slight infelicity of statement magnified into a gross arithmetical blunder; and when I remark that this form of solution is the one exactly followed by Colburn (see First Lesson, p. 37, Sec. II), I think I may safely leave it to take care of itself. I don't believe it will addle many brains.

It was my purpose to pay my respects to all the examples of the essay in succession, but at this point I forbear; for those that have already been analyzed indicate the singular irrelevancy of the whole. What remain involve defects too insignificant to merit attention or else attribute to teachers in general, mistakes of which no worthy teachers are ever guilty. The superintendent seems to have experimented with two or three score of teachers whose education has been unhappily neglected, and with an irresistible proclivity for generalizing, hastened to instance their blunders as evidences of universal stupidity.

And even were errors of the kind brought home to the great body of our teachers, I ask again, as I have asked already, what considerable bearing can

a range of such simple elementary mental problems have upon a discussion of the methods of slate-work practised in the schools?

The essay closes with some important suggestions, which I hope to discuss at a future time.

H. F. H.

New Bedford, July 1.

SCRAPS.

AT the recent examination of the Salem Normal School, the question was asked of one of the young lady graduates, by Mr. Hagar, "In case a scholar refused to inform you of the wrong-doing of a companion, should you punish him as well as the wrong-doer?" The lady promptly answered "Yes."

The mayor of Salem, Gen. Cogswell, was afterwards called on for a speech; and in the course of it, he expressed his strong dissent from the position that it is to be regarded as a misdemeanor, meriting severe punishment, when one scholar will not inform against another. He narrated the circumstances under which, when he was a captain in the army, a soldier volunteered information against a brother soldier; and stated that he summarily ordered the informer to stand in the place of the offender and receive the punishment in his stead; "and," added the General, "I do not think I did anything throughout my military career more conducive to good discipline and honorable feeling among my men."

The General's remarks evidently struck a sympathetic chord in the hearts of the audience, for he was repeatedly applauded; and certainly, there is a magnanimity in the act of one who braves personal peril rather than betray a companion which elicits admiration, while a readiness to divulge the secret which will bring another into disgrace is met with involuntary contempt. A teacher is never placed in a more trying situation than when the preservation of discipline, as also, it may be, good moral influence, seems to demand that a scholar who knows the names of the offenders in any breach of the school proprieties should be compelled to make them known and refuses so to do. It taxes the wisest brains to act discreetly under such circumstances.

THE field of education has been pretty well occupied, so far as text-books with any originality about them, are concerned; but we have a suggestion to make in that direction, which is at anybody's service. Many school committees nowadays, discarding the arbitrary method, heretofore prevalent, of advancing scholars from grade to grade, and acting "for the greatest good of the greatest number," are accustomed to put their scholars forward in mass, the grades passing upward and onward as a matter of course, without the intervention of the principle of close, sifting selection. Only those who would plainly be personally disadvantaged by being put forward are kept down.

But it follows that the average age of classes of scholars, thus uniformly

advanced, when they reach the threshold of the High School, is too immature for the quality of true High School work; while the minds of all of them would be greatly benefited by another year of Grammar School studies having a broad, comprehensive range of instruction. The first year in the High School, therefore, should be regarded as a kind of preparatory year, with studies adapted to such an arrangement. It would greatly facilitate the whole after course.

But it would be well to give a taste, even then, of true High School study. Thus, for instance, while a thorough review of Arithmetic should be insisted on, there would be advantages from making an opening into Algebra; and how could that be better accomplished than by linking the abstractions of Algebra in with the arithmetical work, — the arithmetic of each topic to be followed by the corresponding algebraic expressions and solutions? A text-book of Arithmetic and Algebra thus compounded is earnestly inquired for. We do not know of the existence of such a book. Who speaks first to make one?

NOTHING seems to be more pleasing than the compositions of budding youth which now and then get into the newspapers, where real originality of thought or expression is racily mixed up with the mistakes and crudities of immaturity. How rich the one now going the rounds, the brilliant effort of an eight-year-old child! "Subject, a Horse. — A horse is an animal with one tail and four legs; one on each corner."

We give below a late intellectual emanation from a boy in one of our seaport towns, between ten and eleven years of age. There is certainly a vein of true humor running through its piscatorial statistics. The teacher had told the class to write in their seats at the time, for half an hour, on any subject they pleased. The writer has evidently been well-grounded in spelling, punctuation, and capitalization.

"MY DEAR UNCLE: — I spent my vacation gunning most of the time with a pop-gun. I walked over to Africa to shoot some lions and tigers, I shot 15 lions, 23 tigers, 13 whales, 16 elephants, 11 babboons and 100 monkeys. I then went a fishing and caught with a horse hair line, a pin for the hook and a stopple for a sinker, 25 halibut, 93 sharks, 173 sword fish, in five seconds of time. As I was going to draw up my line again, I had 9 whales, 16 halibut, 17 sharks, 11 sword fish, 18 blue fish, 5 tautog, 19 scup, 13 lobsters, 12 crabs and 7 bass. The line was not quite strong enough and it broke. I sent my slave, Dennis Sullivan [the boy sitting in the seat in front of him], down after them. He jumped down and caught one of the whales by the tail, he thought they were quite heavy, but as he was a man of muscle he got them up and put them in our large boat, eight inches long and one and a half inches wide, and swam over to America with them in our pockets. As soon as I came home a fellow whose name is Bill Butler [the boy sitting in the seat behind him] came along blowing an old fish-horn. I went out of the house and said, Old Bill, where are you going to-day? He says, Well, old Jack, have you got any old hats, jackets, boots, vests, pants or shoes you

want to sell? I said, what do you give a pint for them? He said that he give five cents counterfeit for a pint of them. Just then a State Constable jumped around the corner and snatched him. He had a lot of old bottles which had whiskey in them. He had just been asking me if I wanted any, I told him that I did not use it. He said that it was his best friend. The State Constable carried him up to the police-station where he was fined two cents and a half as being a common drunkard; he could not pay it and was sentenced to two minutes in the House of Correction. As soon as he got out he said, Will you go up to Fifth Street Grammar School [the writer's school-house] and see it? The doors are made of the purest of gold, and the knobs of silver. This is the end of my vacation, and how is that for high?"

TEACHERS' ASSOCIATIONS.

THE County Associations for the counties of Franklin and Hampshire and of Berkshire were held in the months of May and June.

The topics of interest at the Franklin and Hampshire meeting were Methods of conducting classes in Music, History, Drawing, Language and Grammar, and Arithmetic, all of which were illustrated with classes of children; Education and Labor; Socrates as a Teacher; The Mind's the Measure of the Man; Primary Education: Should it be instruction in all the departments of knowledge; or in the details of a few? The Value of Latin to the Student of English; The Mutual Duties of Parents and Teachers in Relation to the Schools; and the Place of Physiology in the School Curriculum.

The topics of interest at the Berkshire meeting were Elements of Success in Teaching; Poetry as an Artistic Development of Language; a Uniform Course of Study; Classification and Course of Study in Ungraded Schools; The Relation of Parents to our Common Schools; The Art of Questioning; Our High Schools.

All these meetings were largely attended; the discussions were characterized by great earnestness, and conducted with exceeding courtesy; there was manifest a feeling that the conduct of the schools requires, at the present time especially, great wisdom, and that the teacher should be above all selfish considerations, and seek only to discover and apply the truth. The appeal for the teaching of the Natural Sciences, by Prof. Scott of Westfield, was especially forcible, also for the special training of teachers, by Rev. A. D. Mayo. The method of teaching History, illustrated by Miss Bates of Greenfield, is worthy of special mention; also the lecture of Dr. Marshall Henshaw, on the value of the study of Latin.

IF fewer errors than usual are found in our pages this month, it will be due to the *absence* of the editor, and the fact that we have a good proof-reader.

Ed.

BARNUM'S HIPPODROME.

THE great showman is to be in Boston for three weeks from August 3, and it is said by those competent to judge, who have seen it, that the hippodrome surpasses anything of the kind heretofore presented to the public.

Indeed, we have had nothing of the *kind* exactly. Other exhibitions that we have witnessed have differed in extent, chiefly; but in this, there is said to be an originality which justifies the epithet of "great showman" as indicative of Barnum's genius. Beside the mere brilliancy of the exhibition, its instructive character commends it to all educators.

The ancient and modern carriages, costumes, etc., of different nations, are "object lessons" of great value, and the zoological exhibition will afford the young opportunity for observing at first hand what they have studied on the picture-card, or in illustrated text-books on Natural History. We believe that children who have used Prang's cards with Calkins' explanations will be able to *observe* with much greater accuracy the essential peculiarities of animals than those who have had no such previous training. Try it, teachers, in the Fall, and see whether the children who, during the holidays, have witnessed this exhibition, have not gained more definite notions, and really *seen* much more than those who have had no such previous training.

We hope that the children of our public schools who are unable to leave the city during vacation will have an opportunity, through the liberality of somebody, of witnessing this entertaining and instructive exhibition.

THE AGASSIZ FUND.

MANY of the schools in the State having closed for the vacation before the 28th ult., we are frequently asked whether contributions will be received after the opening in September.

We are authorized by Mr. Barnard, the Treasurer of the Fund, to say that contributions *will* be received at any time. We hope that teachers will make this known to their pupils, and that they will be encouraged to contribute their "mites," as much for their own sakes as to increase the amount of the Fund. There is no surer way of becoming interested in a good cause than by giving something for its advancement. Where "our treasure" is, "our hearts" are very sure to follow.

IMPORTANT EDUCATIONAL ENTERPRISE.—We learn from the "Traveller" that it has been decided to establish at Newburyport a University of Modern Languages, for the purpose of affording pupils facilities for obtaining instruction in the principal modern languages of America, Europe, and Asia. The buildings are to be completed immediately, and it is expected they will be ready in September. At a meeting of trustees on the 25th of May, James W. Preston of this city was chosen Secretary of the institution. Hon. Oliver Warner of Massachusetts, Rev. Asa Dalton, rector of St. Stephen's

church, Portland, and C. Cummings, Esq., of Medford, Mass., were elected Vice-Presidents of the University. Hon. James W. Patterson, of Hanover, N. H., and Edward H. Ashcroft, Esq., of Lynn, Mass., were added to the Board of Trustees. It is expected that a large number of foreign pupils, who are now pursuing their studies in various parts of the country, will enter the school. The following are the Trustees of the institution: —

Rev. J. M. W. Farnham, Shanghai, China; H. W. Moulton, Mass.; Hon. Chau Laisun, Chinese Commissioner of Education; Hon. Oliver Warner, Mass.; Rev. Asa Dalton, Portland, Maine; George Whittemore, Esq., New York city; Charles E. Jackson, Esq., Boston; N. A. Moulton, Esq., Newburyport, Mass.; Colonel Ben. Perley Poore, Washington, D. C.; Charles H. Moulton, Esq., Washington, D. C.; J. C. Rodriguez, LL. D., New York city; Rev. Nahum Gale, D. D., Lee, Mass.; Mr. Giro Yano, Japanese Charge d' Affaires; T. Tomita, Japanese Consul, New York; Señor Don Ignacio, Mariscal, Envoy Extraordinary and Minister Plenipotentiary from Mexico; Prentice Sargent, Esq., Mass.; E. M. Boynton, Esq., New York city; Hon. J. W. Clark, Framingham, Mass.

DARTMOUTH COLLEGE. Prof. Young has returned from Washington, where he has made preparations for the trip to China to observe the transit of Venus. He will sail with the other American astronomers from San Francisco, just before Commencement, and will not return till next March. — The branch of coast survey under Prof. Quimby has begun its work for the summer, the first station being upon Observatory Hill. The triangulation will proceed across Vermont to Lake Champlain, and there unite with surveys made by the State of New York. — Prof. Hitchcock will soon publish the first of two volumes containing the results of the State geological survey. The whole work will require another year. — Military drill does not succeed at Dartmouth. A year ago, two volunteer companies were voluntarily formed by the students, but there is now so much difficulty in getting them to drill that the companies will probably be disbanded and the equipments returned to the State. — Pres. Smith has written to United States Senator Alcorn, who recently said that he wanted a Civil Rights Law passed so that a colored man could enter Dartmouth college as well as the school-house at the foot of the hill, pointing out to him several instances in which colored men have been members of the College.

THE Cincinnati University is getting itself organized, and has chosen for Professor of Ancient Languages and Comparative Philology, T. D. Allen, now a tutor at Harvard, and for Professor of Mathematics, H. T. Eddy, now a teacher at Princeton, N. J. Their salaries are to be \$3,500, and it is expected that the university will open next fall.

WE wish to call special attention to the advertisement in our columns of the West Newton English and Classical family and day school. Mr. Allen, the principal, is well known as one of our best educators, and the reputation of the school is fully established. When asked to what private school to send a boy, we always say, to Mr. Allen's school at West Newton, and feel that we have conferred a greater favor on the parent than on our friend Allen.

A NEW MUSIC BOOK FOR DAY SCHOOLS. — We call the especial attention of teachers and school committees to the advertisement of Messrs. Ogden & Leslie's new music book, "Silver Carols." The reputation of the authors make it out certain that the new book is all that its publisher claims for it. Specimen pages will be sent free to any address. Write to W. W. Whitney, Toledo, Ohio.

TEACHERS will be interested in the advertisement of Eldredge & Brother, which appears in the present number.

INTELLIGENCE.

PERSONAL.

MR. SEAVER, the newly-elected principal of the English High School, Boston, is a graduate of the Normal School at Bridgewater, afterward a graduate of Harvard College, in which institution he has been a popular professor.

WM. H. LAMBERT, A. M., principal of the Lewiston High School, has been elected principal of the Fall River High School, succeeding Mr. A. K. Slade, long and favorably known to the fraternity. Mr. Lambert comes to Massachusetts somewhat unknown to the teachers of the State; but in Maine he has held a leading position. His school work in Lewiston, as in Augusta, showed him to be a discriminating teacher.

MR. BYRON GROCE, of the Peabody High School, has been elected principal of the Watertown High School at a salary of \$2,000. Mr. Groce is well known to our readers as one of the Editorial contributors of the "Teacher," and all will join in wishing him the same success in the new field of labor that has attended previous experience.

GEORGE R. DWELLY, Esq., has closed his connection with the Watertown High School, and rumor says he has entered mercantile life, for which his keen insight into men and things admirably fits him.

R. B. CLARK, A. M., of Fitchburg, has through local occurrences been through the ordeal of a competitive election; but he needs no better victory than to have a re-election against so able a man as J. D. Bartley, of Concord, N. H.

EDWARD H. PEABODY, Esq., of Worcester, who returned to the teachers' ranks for a year by accepting the Pratt Free School of Middleboro', has re-assumed the editorial chair by purchasing the "Malden Tribune." Success to one

whose pen has always proved the "Teacher's" friend.

H. B. LAWRENCE, Esq., master of the East Needham High School, has been elected principal of the Pratt Free School, North Middleboro'.

MR. ELI S. SANDERSON, of the last advance class of the State Normal School, Bridgewater, has been selected as associate principal of the Maine State Normal School at Castine, of which Mr. G. B. Fletcher is principal.

MR. LORENZO B. GRIGSON, of Randolph, succeeds Walter Hoxie as assistant teacher in the Farm School, Thompson's Island, and Walter Hoxie, Esq., succeeds Mr. Grigson as principal of the Grammar School in Randolph.

GERTRUDE E. HALE, of the last advanced class of Bridgewater, has been selected as teacher in the Webster School, Cambridge.

NELLIE W. ALLEN, of the last class, regular course, at Bridgewater, has been selected as teacher in the Andrew School, South Boston.

MISS BEEDE, of Sandwich, N. H., has closed her labors as principal of the Grammar School in Revere.

LYDIA C. DODGE, of the Newton High School, has resigned, and withdrawn from the fraternity of teachers.

VIOLA F. LITTLEFIELD, of the Hamilton School, Newton, has resigned.

MRS. MARTHA M. BATEMAN, formerly Mattie M. Ring, has been transferred from the North Village School, Newton, to the Bigelow School, Newton Corner.

M. ISABELLA HANSON, principal of the Newton Training School, has been appointed teacher in the High School of that city at a salary of \$1,200.

MRS. O. H. BOWLER, special instructor of drawing in Newton, is to have a salary of \$1,500, for four days' work each week.

SPRINGFIELD. — W. W. Colburn, Esq., of Manchester, N. H., High School, has been appointed principal of the Springfield High School, with a salary of \$3,000. Mr. Colburn has established an enviable reputation in Manchester, and Springfield is fortunate in being able to secure his services.

BOSTON. — *Nomination and confirmation of teachers.* Miss Harriet E. Litchfield and Miss G. H. Tilden were confirmed as teachers in the Prescott School, and Miss Ella F. Howland and Miss Sarah Maria Hogan were confirmed as teachers in the West Roxbury district. The following were nominated on probation: Calista W. McLoud, as primary teacher in the Chapman district; Louisa P. Smith, as primary teacher in the Mather district; and Francis E. Browne, as assistant teacher in the Lewis School.

Orders Adopted. — That the City Council be requested to furnish accommodation for an additional Primary School in the Charlestown Prescott School district; that the City Council be requested to purchase a lot of land on or near Ashland Street and erect thereon a school building suitable for the accommodation of both grammar and primary classes; that the City Council be requested to purchase a lot of vacant land adjoining the lot on which the Chapman School-house stands for the better accommodation of said school; also that the City Council be requested to make such alterations in the Prescott School-house as to secure a passage from one corridor to the other, so that pupils can go to and from the class-rooms without passing through the rooms of other classes, and that a master's room be fitted up in said school-house; that the Tuckerman Primary School be supplied with a set of Prang's Natural History Charts: referred

to the Committee on Accounts; that the sewing-teacher in the Gaston School be employed to instruct all the classes at the same rate for each room now paid: referred to the Committee on Rules and Regulations.

ROXBURY HIGH SCHOOL. — An ordinance was adopted establishing the Roxbury High School, with the following special regulations in addition to the general regulations. The teachers shall be a head-master, a master's assistant, and one head assistant, with as many assistants as may be required, not exceeding one for every thirty-five pupils, and special teachers for French, German, drawing, and music.

Salaries. — The Committee on Salaries reported orders allowing Miss E. M. Parker the maximum salary as assistant teacher in the Bunker Hill School; Miss H. A. Smith, the second year's salary; Miss Rose Prescott, the maximum salary in the Primary Department of the Bowdoin School; Miss Elizabeth Gerry, the maximum salary as assistant in the schools of Brookline; and fixing the salary of the teacher in French in the Charlestown High School at \$600 per annum, which were severally adopted.

CAMBRIDGE. — Miss S. A. Trow was appointed to the Training School, and Miss H. A. Keeses to the Read Street School. Miss Evelina Brooks was appointed a temporary teacher in the Willard School. Miss Martha Samson was appointed a temporary teacher in the Webster School. The annual appointment of teachers was then made, the list of last year's teachers being substantially adopted.

A. P. Marble, Esq., of Worcester, has been chosen superintendent of schools in Cambridge, with a salary of \$3,500. This is an excellent appointment. Mr. Marble is one of our most intelligent and progressive educators. His six years' service in Worcester has been a complete success, and he is well entitled

to the promotion which his faithful and judicious services have secured for him. It is all the more creditable to him and the committee that the place sought him, not he the place. We think it will be well for our schools and for the profession when teachers and superintendents are selected by committees from those who have distinguished themselves by faithful service, rather than from the most importunate seekers after place. The best recommendation for an important position is "faithful service" in a place of less responsibility.

LYNN.—The following teachers were

appointed: Abbie Burrill, sixth assistant in the Whiting School; Katy D. May, teacher in the Tenth Primary School; Margaret E. Currier, assistant teacher in the High School. An order was adopted authorizing the use of Eaton's Arithmetics in the public schools.

J. C. Averill, who graduated at Amherst College with the highest honors in 1870, has been engaged as principal of Leicester Academy for the coming year. Mr. Averill has taught two years at the military academies in Poughkeepsie and Sing Sing, N. Y. C. A. Wetmore, the present principal at Leicester, will soon go to Colorado for his health.

Books.

MANUAL OF FRENCH POETRY, with Historical Introduction, and Biographical Notices of the Principal Authors. For the use of the School and the Home. By A. H. Mixer. Published by Ivison, Blakeman, Taylor & Co.

Manuals of English Literature are numerous, and have done much to give a general knowledge of the development and growth of the English language and literature. In the introduction to this volume the author has done something like the same service for the French language.

To one acquainted with the origin and development of the English language it will appear that the French synchronizes, in its origin and development, very nearly with the English, and attains its classic period with Malherbe, a contemporary of Shakespeare. From this period we have the principal authors, chronologically arranged and represented by numerous and characteristic selections,—with a brief biographical sketch, designed to furnish the leading events in the life of each, and to indicate especially his literary rank.

It is not intended to take the place of

the French Readers in use, but to furnish additional facilities for the more advanced and critical study of the best French authors. We feel sure that it will be found a very useful and interesting work, both for the school, and for those whose study of the language in schools will find a fitting supplement in this manual of French literature.

THE PARENT'S MANUAL; OR, HOME AND SCHOOL TRAINING. By Hiram Orcutt. Published by Thompson, Brown & Co.

This book, prepared especially for parents, who are here recognized as the *principal* educators of their children, will be found to contain many wise and timely suggestions. When we speak of education, it is too much the habit of us all to refer to our schools, which are, in fact, primarily little more than special means for teaching certain branches of learning prescribed by statute. I say, primarily; and only so far as the successful performance of this prescribed duty places the teacher *in loco parentis* does the parental responsibility attach to the teacher. Not that we would, by any

means, relieve teachers from any portion of the responsibility which justly attaches to them. We wish only to emphasize the responsibility of parents, as the author of this manual has very properly done.

If the pupil's knowledge of grammar, arithmetic, etc., is at fault, the blame may attach chiefly to school instruction. But the child is not *educated* wholly or chiefly at school; and hence such a work as this, addressed to parents, and indicating their true relation to the education of their children, is peculiarly valuable.

It is, as the author assumes, only by the wise and conscientious co-operation of parents and teachers that our children can be properly educated; and this manual, if it has the circulation it merits, will make the home and the school mutually helpful in the great work of education.

WARREN'S BRIEF COURSE IN GEOGRAPHY. Published by Cowperthwait & Co.

We have long been of the opinion that our school geographies contained too much, and that the time given to this branch of study in our schools is too long.

For six years the geography lesson is one of the principal studies in our Grammar Schools; and when the pupils graduate, how meagre is the knowledge they take with them.

The lessons are learned, recited, and — by a beneficent provision of Providence — forgotten. We are glad to see that there is a tendency to reform this matter; and this "Brief Course" — which is full enough for any school geography — is an effort in the right direction.

Then the *method* seems to be good, — teaching geography as a science, rather than as a collection of unassociated facts. Another feature, making the study of the maps the leading object, and the description part subordinate, we approve. We think a study of these maps, containing only the principal natural features and a

few of the most important places, will make a more permanent impression and leave better results than we get when we undertake to teach more than any one can learn and retain. The illustrations are very good, and will aid the text very much in giving vivid and correct impressions.

TWELVE LECTURES ON THE HISTORY OF PEDAGOGY. Delivered before the Cincinnati Teachers' Association. By W. N. Hailman. Published by Wilson, Hinkle & Co.

This is a book that should be in the library of every teacher.

It does not profess to be "an exhaustive history of pedagogy," but it is claimed "that the perusal of such a sketch, while it invites to the careful study of the history of pedagogy, is, in most cases, almost indispensable for a correct appreciation and application of historical facts subsequently acquired."

One gets in these lectures at least hints of the origin and development of the leading principles of modern education. He becomes acquainted, too, with the names and some of the principles of many of the most prominent thinkers and teachers who have, from time to time, contributed their thoughts and experience on the subject of education. When our teachers get to studying the suggestive speculations of Bacon, Rousseau, and Locke, and become interested in the labors of Comenius, Francke, Pestalozzi, and Froebel, we shall have less mechanical routine teaching, and the *profession* will be recognized as such by the community. The great want of our schools now is, teachers who are so thoroughly in earnest, and who have such a desire to avail themselves of the experience and best thoughts of others, that they will not be satisfied with anything short of a full and consistent system of pedagogy, based on the profoundest psychological speculations and tested by the broadest and most exhaustive experience. We thank the author and the publishers of these lectures, and "call for more."

THE BOSTON UNIVERSITY YEAR BOOK,
FOR 1874.

It is not always easy to determine what are the most important and significant events of the times in which we live. The invention of the art of printing scarce made a ripple in the current of contemporary history; and the origin of some of the most important institutions in the world is lost in obscurity, because in their beginnings their possibilities of growth and power were not recognized.

The Boston University, which has so quietly established itself in our midst, with scarcely "the sound of the hammer," seems to us to be one of those enterprises destined to exert a greater influence for good than many of the more pretentious institutions that assume so much importance in the annals of the times.

Incorporated in 1869, it has in the period of five years quietly organized its several constituent departments, and put them into working order. They consist of the Preparatory Departments, the Colleges, the Professional Schools, and the School of all the Sciences. At the present time the number of students in the Preparatory Department is 188; in the School of Liberal Arts, 22; in the College of Music, 16; in the School of Theology, 100; in the School of Law, 81; in the School of Medicine, 78; in the School of Oratory, 36: in all about 500.

Such unprecedented growth is due to the fact, that, while availing themselves of the experience of the past in this and other countries, the founders have put the institution in harmony with the spirit of the age. Untrammelled by tradition, they seem to have exercised a wise eclecticism, availing themselves of the best, and providing for what is called for by present exigences. The controlling ideas which have governed in its organization are distinctly stated in the Year Book, and are such as to commend themselves to all the friends of thorough and progressive education.

We hope they will at an early day

establish one more department, viz. a Normal School Department, for which they have such excellent opportunity at very little additional expense.

If teaching is to take rank as a profession, we must have professional schools for those whose general education places them beyond the influence of our present Normal Schools, — where those who have completed a collegiate course may enter upon and pursue a thorough course in the principles of didactics or pedagogy.

Our State Normal Schools are doing a good work, — we have no disposition to underrate them; but we want a Normal College. So far as we know, there are few, if any, of the graduates of our colleges who purpose teaching in our High Schools, that connect themselves, after graduation, with the Normal Schools already existing. Nor can these institutions now existing meet the wants of this class of teachers.

We hope that this want will be supplied, and the *profession* be recognized; and we know of no institution which can do it to better advantage than the Boston University.

THE INDEPENDENT CHILD'S SPELLER.
Printed in imitation of Writing. By J.
Madison Watson. Published by A.
S. Barnes & Co.

This little book seems to us to contain several good things. The slate attachment is certainly a happy thought; and we know of no more interesting and profitable work for the children in our Primary Schools than copying the words and sentences contained in this book. It happily combines *writing* with *spelling*, and by its classification of words suggests principles of pronunciation.

BADDECK AND THAT SORT OF THING
By Charles Dudley Warner. Pub-
lished by James R. Osgood & Co.

PRUDENCE PALFREY. A Novel. By
Thomas Bailey Aldrich. Published
by James R. Osgood & Co.

It is not necessary to say more than

that these serials, which excited so much interest as their several instalments appeared in successive numbers of the "Atlantic," are issued in book form. They are just the books to take with you to the sea-side or to the mountains. A rainy day once or twice a week, with these books in your valise, becomes a positive luxury; and you may say with Macbeth, "So foul and *fair* a day I have not seen."

THE COLUMBIAN SPEAKER, Consisting of choice and animated pieces for declamation and reading, selected and adapted by Loomis J. Campbell and Oren Root, Jr. Published by Lee & Shepard.

We have looked over these selections with much interest. They are, almost without exception, new, — that is, they appear for the first time as selections for declamation and reading, — and seem to have been chosen with much judgment and good taste. Although smaller than most of our "Speakers," it will be found to contain about as many *fresh* selections as any of them.

THE AMATEUR ACTOR. A collection of plays for school and home, by W. H. Venable. Published by Wilson, Hinkle & Co.

These selections, most of them from the writings of standard authors, are made with much taste and judgment, and are adapted for easy representation as school or parlor plays.

The introduction, containing full directions for making all necessary prepa-

rations, will be of great service in most amateur clubs, in the matter of stage management.

THE READING CLUB AND HANDY SPEAKER. For readings and recitations. Edited by Geo. M. Baker.

This is the first number of a series which the editor proposes to issue from time to time, and for which we are happy to see there is a great and increasing demand.

The Reading Club has become an institution, being found in almost every town and village. Mr. Baker has a way of getting hold of all the gems in our current literature, and furnishing them to these clubs in a cheap and tasteful style that must give them a great run.

BOOKS RECEIVED.

FABLES IN SONG. By Robert Lord Lytton. Author of Poems by Owen Meredith, etc. Published by James R. Osgood & Co.

THE LEGEND OF JUBAL AND OTHER POEMS. By George Eliot. Published by James R. Osgood & Co.

A NEW TREATISE ON THE FRENCH VERBS, ETC. By Alfred Hennequin. Published by Ivison, Blakeman, Taylor & Co.

PROGRESSIVE AND PRACTICAL METHOD FOR THE STUDY OF THE FRENCH LANGUAGE. By F. Duffet. Part 2d. Published by Wilson, Hinkle & Co.